Da	te: Student name:
	IEP Communication Plan for Student Who Is Deaf or Hard of Hearing
IDE	EA 2004, §300.324 Development, review, and revision of IEP. (2) <u>Consideration of special factors</u> . The IEP Team must
	(iv) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode;
The	IEP team has considered each item below:
I.	consider the child's language and communication needs,
1.	The student's primary language is one or more of the following (check all that apply):
Rec	reptive Expressive
	English
	American Sign Language
	native language
2. Rec	The student's primary communication mode is one or more of the following (check all that apply): eptive Auditory Conceptual signs [e.g. American Sign Language, Pidgin Signed English (PSE) also referred to as Conceptually Accurate Signed English (CASE)] English signs (e.g. Manually Coded English such as Signed English or Signing Exact English) Fingerspelling Gestures Speechreading Tactile Other, please explain
^	Conceptual signs [e.g. American Sign Language, Pidgin Signed English (PSE) also referred to as Conceptually Accurate Signed English (CASE)] English signs (e.g. Manually Coded English such as Signed English or Signing Exact English) Fingerspelling Gestures Oral Tactile Other, please explain
3.	What language(s) and mode(s) of communication do the parents use with their child?

4. Comments (optional):

Date	e: Student name:		
II.	consider opportunities for direct* communications with peers and professional		
	personnel and opportunities for instruction in the child's language and communication mode,		
*Direct language/communication/ instruction occurs person to person, not through an additional source e.g. educational interpreter, captioner.			
The I	The IEP team has considered: (These opportunities may be provided by the school or family)		
1. [Opportunities for direct* communication with peers. Describe opportunities:		
2. [I	Opportunities for direct* communication with professional staff and other school personnel. Describe opportunities:		
3. [Opportunities for direct* instruction. Describe opportunities:		

III.	consider academic level,		
	Does the student have the communication and language necessary to acquire grade-level academic skills and concepts of the general education curriculum?		
	Yes: What supports are needed to continue proficiency in grade-level academic skills and concepts of the general education curriculum?		
[No: What supports are needed to increase the student's proficiency in his/her language and communication to acquire grade-level academic skills and concepts of the general education curriculum?		
IV.	consider full range of needs		
	The team has considered the full range of needs Comments (optional):		

Adapted from "Communication Considerations for Students who are Deaf or Hard of Hearing," New Mexico.